



# Teaching and Learning Policy

**Policy Number : POL-TAL-02**

**Issue : 2**

**Status : Approved**

APPROVED	Date	Name	Signature
School	January 2025	A Gadsby	<i>A Gadsby</i>
Governing Body	January 2025	D Kingdon	<i>D Kingdon</i>

### CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	January 2019	Jan 2022	
2	January 2022	Jan 2025	Addition of Vision and curriculum intent. Inclusion of music, computing and humanities schemes of learning. Change home work to home learning, removal of SEC committee, change from half termly to termly formal assessment.
3	January 2025	Jan 2028	Minor change to schemes of work used in PE and Computing. Also, to rolling long term plan.

## Introduction:

We expect teaching to be at least good and frequently outstanding at Kettlefields Primary School – no child deserves less.

## Aims

### Kettlefields Vision Statement

At Kettlefields all children should achieve their potential regardless of background or special educational needs. We take a holistic approach to the children in our care; emotional well-being and mental health are paramount. Children should be given a wide variety of experiences and opportunities during their time at Kettlefields. They should be able to explore the arts and STEM subjects through hands on experiences. Kettlefields should be a beacon of excellence to those around us. We will forge close relationships with other schools to share best practice and with companies and organisations in our local community to enrich our children's education. We aim to engage and excite our children in learning giving them the tools to be life-long creative, innovative learners.

### Curriculum Intent

At Kettlefields our ambitious broad and balanced curriculum is creative and challenging. It offers all of our children the chance to shine. We provide our children with the skills and knowledge they need to follow their dreams. Through a wide variety of external partnerships, we enrich our children's education. We want to create good citizens fostering a community ethos within our school. Our curriculum is inclusive and teaches children to be tolerant. We want our children to understand their own and others emotional well-being in order to create resilient young people who are prepared for the challenges that lay ahead of them.

### Our Missions is to:

- Put our school at the heart of the community, working in close partnership with parents.
- Deliver high quality teaching and create a climate of life-long learning.
- Provide a broad-based education to enable all children to discover their strengths and to make the most of their talents within the school and beyond.
- Build a centre of excellence in Early Years that is a bedrock for further growth throughout the school.
- Ensure that all staff have high expectations for all our children regardless of their barriers to learning.
- Provide a safe environment where our children are encouraged and supported so that they develop into confident, motivated, enthusiastic self-assured individuals who are willing to take risks.

### We will achieve this by:

- The recruitment and retention of high calibre staff at all levels.
- Ensuring teaching is focused and is of the highest quality.
- Offering continuous professional development for all.
- Actively encouraged parents and the wider community to engage with and participate in the development of the school.
- Observing our golden rules.
- Through the use of Kettlefields' Learning Toolkit and characteristics of effective learning.
- Using an assess, plan, do, review model when creating our curriculum.
- Delivering a broad and balanced curriculum exploiting cross-curricular opportunities when possible.

### Our Values

- We value children as individuals, recognising their strengths and building their resilience.
- We instil respect for other people, cultures and beliefs, whilst understanding and teaching the core British Values of; Democracy, Respect and Tolerance.
- We are proud of our community of learning where all children enjoy a rich and diverse curriculum with plenty of opportunities for creativity, enrichment and outdoor learning.

### Strapline

Aspire Believe Achieve

Aspire to be the best we can be, believe in ourselves, and achieve our goals

This mission lies at the heart of all that we do at Kettlefields Primary School. It informs our policy decisions and practice and helps us to ensure that we keep children's needs, strengths, interests and progress central to our work.

**We have used the Teachers' Standards (2012) to inform our Teaching Policy. The standards are as follows: A teacher must:**

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by all pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well- structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

For further detail of the standards:

<https://www.gov.uk/government/publications/teachers-standards>

**Our policy identifies 8 Key Principles for teaching based on these standards:**

### **Key Principles for Teaching at Kettlefields Primary School**

Great teaching:

- is characterised by high expectations which inspire, motivate and challenge pupils
- promotes good progress and outcomes by pupils
- makes accurate and productive use of assessment
- is based on good subject and curriculum knowledge
- is carefully planned

- responds to the strengths and needs of all pupils
- is enabled by effective behaviour management to ensure a stimulating and safe learning environment.
- is enabled by teaching staff fulfilling wider professional responsibilities

**Key Principle 1: Great teaching at Kettlefields Primary School is characterised by high expectations which inspire, motivate and challenge pupils.**

At Kettlefields, all staff aim to ensure that the children are inspired, motivated and challenged by consistently applied high expectations within all areas of learning, behaviour and the wider aspects of school life. In line with our school mission to achieve our best, teachers are expected to aim as high as possible for every child, to provide challenge, to reward hard work and to encourage the children to aim high and fulfil their potential. Our teachers are expected to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. This is achieved because teachers are expected to develop an excellent knowledge of the individuals in their class/teaching groups, rooted firmly in a positive learning culture in which every individual in our school matters. This is supplemented by ongoing assessment and the tracking of every child's attainment and progress. As part of this requirement teachers are expected to work in partnership with parents and carers to promote positive relationships and communication. All staff are expected to demonstrate consistently the positive attitudes, values and behaviour which are expected of the children. Staff members have a responsibility for ensuring that their classrooms/teaching areas are physically and emotionally safe to meet the needs of the children that they teach whilst modelling pride and responsibility for the environment.

**Key Principle 2: Great teaching at Kettlefields Primary School promotes good progress and outcomes by pupils.**

Teachers are responsible and accountable for each child's attainment, progress and outcomes, they use formative and summative assessment to monitor the attainment and progress of the children and this information is used to inform future planning. Teachers are required to guide pupils to reflect on the progress they have made and their emerging needs using the learning toolkit. Teachers will encourage the children in their class to take a responsible and conscientious approach towards their own learning, work and study.

**Key Principle 3: Great teaching at Kettlefields Primary School makes accurate and productive use of assessment.**

The effective use of continuous assessment is central to teaching at Kettlefields. It provides detailed information about each child which is then used to support teaching and enable every child to make progress. Our teachers assess all curriculum areas, including statutory assessment requirements. Teachers use both formative and summative assessment in order to secure pupils' progress. Formative assessment is an ongoing process which inform teachers of children's knowledge, understanding and progress. Formative assessment incorporates sharing of learning objectives, questioning, self and peer evaluation and feedback and marking. Teachers act upon this information within their lessons as well as in their planning for future lessons. Summative assessments at Kettlefields Primary School are undertaken termly using tests and assessments which are analysed to provide teachers with detailed and diagnostic information. Teachers will

use assessments to support planning for future lessons to ensure that teaching meets the identified needs of the cohort, closes gaps and moves learning on to next stage. Teachers engage children in formative assessment through the development of a positive climate for learning, effective questioning and good marking and feedback practice. Teachers are expected to enable children to be proactive and responsible in meeting their targets, guiding and supporting them through the term as necessary.

**Key Principle 4: Great teaching at Kettlefields Primary School is based on good subject and curriculum knowledge.**

We are committed to the development of the knowledge and understanding of all teachers in all areas of the curriculum. Teachers strive to foster and maintain children's interest in all areas of the curriculum and will address any misunderstandings that children may have. Where subject knowledge needs to be developed, including awareness of curriculum changes, across the school/key stage, this is addressed through a planned continuous professional development programme led by individual subject leaders within school or led by external experts. Where individual needs are identified the teacher will be supported through mentoring within school by the subject leader, sharing of good practice/planning and through attendance at training courses. It is expected that all teachers at our school will demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English across all areas of the curriculum. We expect our teachers to demonstrate, model and teach good standards in reading, writing and communication across the curriculum in their teaching. Teachers are also expected to promote the importance of these skills with the children. Teachers and support staff responsible for teaching early reading at Kettlefields must be able to demonstrate a clear knowledge and understanding of systematic synthetic phonics within their teaching. All teachers are expected to demonstrate a clear knowledge and understanding of appropriate teaching strategies across the curriculum.

**Key Principle 5: Great teaching at Kettlefields Primary School is carefully planned.**

There is a school standardised approach to long term planning which ensures curriculum coverage and progression. Long term topic plans are rolling schedule to ensure coverage. Medium term planning makes use of summative assessments in order to ensure that children are taught according to their immediate learning needs. In some subjects, schemes of work are used to aid teachers planning – these are always adapted to meet the needs of a particular class, for example:

- Twinkl phonics and spelling
- Nelson Handwriting
- PE- Get Set 4 PE
- PSHE – Cambridgeshire PSHE Scheme
- Computing – Teach Computing
- Music – Charanga
- Humanities – Opening Worlds curriculum
- Maths – White Rose Scheme / NCETM progression documents

Teachers at Kettlefields Primary School work together to contribute to the design and provision of an engaging curriculum which promotes a love of learning and seeks to develop children's

intellectual curiosity across the curriculum. Within the framework of the National Curriculum we seek to plan focused and cross-curricular opportunities for learning within purposeful contexts. We make the most of opportunities to use the local environment, make visits to other learning contexts and invite outside 'experts' into school to work with the children.

For short term planning, teachers are free to plan using their own planning formats, providing themselves and other adults with enough detail to ensure that lessons are effective, well organised and resourced. There is no set lesson structure for teaching at our school. Teachers are expected to consider how to best teach the content given the strengths and needs of the cohort they are teaching. Teachers are also required to be mindful of the amount of 'teacher led' activity and teacher talk when planning lessons, ensuring that they give adequate time in sessions to enable children to work independently, to be able to solve problems and to work collaboratively with their peers. All teachers are expected to reflect on the effectiveness of lessons and adapt approaches to teaching as appropriately.

Teachers set home learning activities and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Our approach to homework is detailed in the Supporting Learning at Home Policy.

**Key Principle 6: Great teaching at Kettlefields Primary School responds to the strengths and needs of all pupils.**

Knowledge of individuals is central to teaching at Kettlefields Primary School. It is expected that all teachers develop a clear and detailed understanding of the needs of all children in their class or teaching groups, including those with special educational needs; those of high ability; those with English as an additional language and those with learning difficulties or disabilities. Teachers are expected to be able to use and evaluate distinctive teaching approaches to engage and support all children. The progress of all children is analysed each half term and discussed in pupil progress meetings with school leaders. Teachers are accountable for the learning and progress of all children and are therefore expected to plan accordingly. This includes ensuring effective support and challenge for all groups, including the more-able children. Supported by the SENDCO, teachers assess, plan and review with pupils, parents and carers the personalised targets for SEND pupils.

Teachers at Kettlefields are expected to develop and support each child's education at different stages. Teachers are expected to develop and maintain good working relationships with parents, school staff and other professionals (according to the child's needs) in order to develop their understanding and /or support each child's physical, social and intellectual development. Good knowledge and understanding of individuals enables concerns to be raised quickly and addressed within a context of a team approach.

**Key Principle 7: Teaching at Kettlefields Primary School is supported by effective behaviour management to ensure a great and safe learning environment.**

At Kettlefields Primary School there are clear rules and routines for behaviour in classrooms, and teachers are expected to take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

All teachers (and other staff) are expected to have and maintain high expectations of behaviour, and the school's Behaviour Policy provides an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

**Key Principle 8: Great teaching at Kettlefields Primary School is enabled by teaching staff fulfilling wider professional responsibilities.**

We seek to promote a positive and supportive culture within the school which is underpinned by the development of effective professional relationships with colleagues. Teachers are encouraged to seek advice and support from colleagues as part of their ongoing professional practice. Teachers are encouraged to engage with and draw on advice from outside professionals and specialist support as necessary.

Teachers at our school are expected to take responsibility for improving their teaching through appropriate professional development and through responding to advice and feedback from colleagues. This is enabled, supported and monitored through formal processes including performance management for all staff, regular lesson observations and work scrutiny and also via professional feedback and informal discussion.

Teachers are responsible for ensuring that support staff are deployed effectively within class. This includes proactive and regular communication of planning, assessment information and other information which will enable support staff to be effective in their role.

All teachers at Kettlefields Primary School are expected to communicate effectively and proactively with parents with regard to pupils' achievements and well-being. This is enabled by two formal 'Parents Evenings' each year, but is enhanced by teachers being available for meetings with parents through the year.

Our teachers have a responsibility to the wider life and ethos of the school and are expected to make a positive contribution to these aspects of their professional role. There are many examples of the ways teachers in our school do this including: leading assemblies, organising plays/performances, running extracurricular activities, attending events organised by the governors or the PTFA, organising and going on residential visits, attending local community events etc.

Teaching and assessment is monitored and evaluated by the leadership team via lesson observations, work scrutiny, pupil interview, progress data reviews, pupil progress meetings and personal pupil plan meetings.

This policy was adopted in January 2019. It will be monitored by the head teacher and reported to the governing body. The policy will be reviewed every 3 years, or sooner should national policy require. Next review: 2028 This policy is supported by the following policies and guidance documents: Assessment Policy, Feedback policy, SEND Policy, Behaviour Policy, Home learning Policy, Safeguarding and Child Protection Policy, Code of Conduct and Guidance for Safe Working Practice Appraisal Policy (Performance Management).



